

# 2020 Annual Report

## Yagoona Public School



3869

## Introduction

The Annual Report for 2020 is provided to the community of Yagoona Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School vision

At Yagoona Public School we inspire future focused learning through quality teaching, learning and leadership.

We value and enhance positive relationships within our school community to promote engagement, inclusivity and wellbeing.

***"Embracing potential to empower learning"***

## School context

Yagoona Public School is a primary school with a multicultural and socially diverse student population. We provide equal opportunity for all students in academic, cultural, sporting and enrichment activities. Yagoona Public School fosters an inclusive environment that supports learning, teaching and friendship. We value our relationships with Canterbury Bankstown Council, Settlement Services International and Community Hubs Australia.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To improve student outcomes through quality school-wide, evidence based literacy, numeracy and future focused programs.

#### Improvement Measures

Increased school wide improvement in individual student growth in literacy and numeracy data as displayed in the progressions.

All classroom numeracy programs will reflect evidence based pedagogy. Students will be able to articulate mathematical thinking.

Students will demonstrate the use of Critical, Creative, Communicative and Collaborative (4C's) thinking strategies throughout their learning.

#### Progress towards achieving improvement measures

**Process 1:** Utilise literacy progressions to inform the programming of evidence based pedagogy to deliver quality literacy lessons to all students.

Evaluation	Funds Expended (Resources)
During 2020 reading resources such as : <ul style="list-style-type: none"><li>• Decodable texts</li><li>• Literacy Pro</li><li>• Sound Waves student and teachers books</li><li>• Little Learners Love Reading [LLLR] student readers</li></ul> were purchased to continue our focus on improving reading outcomes for all students.  In Terms 1 & 3 a school-wide moderated writing task was administered. This data was collected, collated and analysed to assist Teachers in lesson preparations and to guide students growth within writing. To engage and foster creativity in writing, two [Years 1 -3 & Years 4-6] enrichment writing groups were formed and lessons delivered on a weekly basis. These groups were led by staff demonstrating a specialty and passion in writing.	\$8000 [decodable texts]  \$5200 [Literacy pro access]  \$7000 [Sound wave student books and online access]  \$1400 [Little Learners Love Reading student readers]  \$4000 [Seven steps for successful writing PL for Teachers]

**Process 2:** Numeracy - Coordinate a school wide focus to implement evidence based numeracy pedagogy to improve student outcomes.

Evaluation	Funds Expended (Resources)
Throughout 2020 staff attended professional learning sessions on additive strategies and used knowledge gained to provide whole-school professional learning upon their return. Additive strategies was a focus during the year and staff collated data every 5 weeks during their teaching and learning cycles. Data gathered informed future student learning and teaching opportunities. Students in Years 2-6 completed the PAT- Mathematics assessment in Terms 1 & 3. Teachers analysed student results and were able to plan lessons accordingly. The Numeracy PLC introduced staff to the "Read Understand Choose Solve Answer Check" [RUCSAC] problem solving model. These are the six steps students need to take when solving mathematical problems. The RUCSAC model was implemented in our 3-6 classrooms. Future directions would be to continue embedding this model.	\$5000 [professional learning & casual relief]  \$5000 [ replenishing mathematical resources]  \$200 [ annual access to PAT assessments]

**Process 3:** Develop Critical, Creative, Communicative and Collaborative Thinking (4C's) opportunities for students to explore through the introduction of the Minds Wide Open program.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Dispositions were embedded into classrooms and the playground throughout 2020. A "disposition of the week" was highlighted to students, teachers and our school community [ using social media platforms- FaceBook, Class Dojo and SchoolEnews] To reinforce the use and common language of our dispositions, our merit certificates and Semester reports were aligned to these. As part of our ongoing partnership with Corwin Australia, staff completed an online 'feedback" survey, identifying future visible learning directions. Due to COVID-19, no face to face professional learning was undertaken.</p>	<p>\$2000 Crunch Cards [resources purchased from Minds Wide Open]</p> <p>\$2,300 evaluation [ Corwin Australia-ongoing consultancy]</p>

## Strategic Direction 2

### Raising Professional Capacity

#### Purpose

To provide a diverse and relevant range of professional learning opportunities to raise the capacity of all staff leading to effective, high quality teaching and learning practices.

#### Improvement Measures

All staff will participate in authentic Performance and Development Plan [PDP] goal setting processes to support learning and growth.

Teachers actively engage in Professional Learning Communities and share their professional knowledge within the school community.

All staff receive professional collegial feedback on their performance and specific professional learning aligned to higher AITSL standards.

#### Progress towards achieving improvement measures

**Process 1:** Create an open professional community where expertise is shared and explicitly coached through demonstration lessons, team teaching, collegial feedback and professional dialogue between staff.

Evaluation	Funds Expended (Resources)
Beginning teachers were assigned a "mentor/buddy" when starting their teaching careers at Yagoona PS. Time was allocated utilising the beginning teacher funds to support their developing curriculum and wellbeing knowledge. Due to COVID-19 planned staff professional learning opportunities were unable to proceed.	\$2000 [ Beginning Teacher conference & casual relief]

**Process 2:** Embed Professional Learning Communities where all staff will collaborate within expert groups to utilise their collective genius and facilitate relevant professional learning to raise teaching and learning standards within the school.

Evaluation	Funds Expended (Resources)
Professional Learning Communities [PLC's] were an integral part of ensuring the 2018-2020 school plan's strategic directions were achieved. PLC's met twice a term to discuss their strategic activities, resource allocation and evaluations of initiatives. PLC's have equal distribution of staff across stages, experiences and area of expertise.	

**Process 3:** Coaching and mentoring opportunities will be available to staff relevant to all career levels through a variety of methods, such as:

- early career teacher mentoring
- accreditation (beginning and higher levels)- aspiring leaders- collaborative networking within Professional Learning Communities- linking problems of practice with expert teachers.
- professional learning to build the leadership capabilities of existing and aspiring leaders.
- encourage teachers at all levels to design PDPs and learning goals that align with higher AITSL standards.

Evaluation	Funds Expended (Resources)
Due to COVID-19 whole staff coaching and mentoring professional learning was unable to occur. This initiative will be sourced in 2021. All staff were able to meet the NSW Education Standards Authority [NESA] accreditation and maintenance reports during 2020. Aspiring leaders were identified and during 2020 shadowed their Assistant Principal and attended Executive meetings and given leadership opportunities.	RAM funds have been set aside for 2021

### Strategic Direction 3

#### Positive Relationships and Wellbeing

##### Purpose

To create a collaborative, trusting and transparent culture where all stakeholders are valued and high expectations are maintained.

##### Improvement Measures

Yagoona Public School's Wellbeing policies and procedures reflect DEC Wellbeing framework elements and support students at all stages of development.

Increased student self esteem and positive attitudes towards school and learning using data from Pupil Attitudes to Self and School [PASS] assessments and TTFM surveys.

Increased staff and parent interactions using school communication methods such as; reporting, parent/teacher interviews and online communication tools to build a culture of transparency and effective communication.

##### Progress towards achieving improvement measures

**Process 1:** Expand the Yagoona Public School's Wellbeing Framework to include all elements of the DoE Wellbeing framework.

Evaluation	Funds Expended (Resources)
During 2020 staff in Term 1 created a supervision flow chart. This was provided to all staff to assist when communication was required across the school. We continued to embed our Positive Behaviour for Learning [PBL] expectations school wide. Students who met the PBL expectations were rewarded each term with a "celebration" day/activity.	\$22000 [PBL reward days BBQ, Lolly bag, external games consultant]

**Process 2:** Create a school environment that embraces Growth Mindset principles. Support all staff to embed Growth Mindset principles in classrooms to change the culture of student learning.

Evaluation	Funds Expended (Resources)
Due to COVID-19 planned professional learning, "walk through /class observations" and onsite face to face student/parent/teacher conferences were unable to take place. However, teachers connected with students and parents via regular phone conversations to ensure flexible learning practices were meeting the educational needs of students and their wellbeing.	

**Process 3:** Develop positive, open and transparent communication strategies across the entire school community and continue to build productive and valuable partnerships with all stakeholders.

Evaluation	Funds Expended (Resources)
<p>In 2020 a parental agreement was created and distributed to our families. The agreement addressed:</p> <ul style="list-style-type: none"><li>• Positive Behaviour for Learning [PBL] values</li><li>• Wellbeing</li><li>• Attendance</li><li>• Uniform</li><li>• Homework</li></ul> <p>Our aim was that parents and Yagoona Public School staff develop a clear and consistent partnership and approach of the expectations between home and school. The continued use of Class Dojo as a means of sharing students success and keeping communication with parents open and frequent was evident and vital during 2020 [COVID-19] Families and students were able to share work whilst flexibly learning from home. Teachers and parents were</p>	



## Progress towards achieving improvement measures

continually discussing the academic growth and wellbeing needs of our students.	
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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2 784.00  \$500 [casual costing for 1 day -Semester 1 and Semester 2]	<ul style="list-style-type: none"> <li>Class teachers were given half a day to complete Individual Learning Plans in consultation with student, parent and teacher.</li> <li>Additional funds were utilised to provide Aboriginal cultural awareness with a presentation at school.</li> </ul>
<b>English language proficiency</b>	\$549 000.00 staffing FTE 4.6	<p>Teachers at Yagoona Public School created EALD groupings using information gained from Enrolment Registration Number [ERN] and online data. Each EALD group concentrated on building English vocabulary, reading and writing assistance. Students participated in small group withdrawal and in class support. Specialised EALD teachers supported all classroom teachers with Seven Steps for Successful Writing strategies.</p> <p>Three New Arrival Program [NAP] groups were formed to support beginning English speaking students learn basic necessary vocab to be able to participate and function whilst at school.</p>
<b>Low level adjustment for disability</b>	TOTAL \$240 000.00  \$153 000.00 [staffing FTE 1.4]  \$86 000.00 [flexible funding]	<ul style="list-style-type: none"> <li>Employment of SLSO's</li> <li>Funds used to employ additional Teacher to support Learning and Support Teacher 2020 allocation. This additional teacher worked with students in Years 3-6.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Total \$115 000.00 [staffing FTE 1.06]	Funds expended to employ a teacher 4 days a week to release classroom teachers to conduct "educational walk throughs", classroom observations and mentor sessions.
<b>Support for beginning teachers</b>	\$62 290.00 [Beginning Teacher funds]  [ 1 x casual 2 days a week to provide additional release from face to face \$40 000]  [ \$10 000 on beginning teacher conferences and professional learning in Term 1]  [ 1 x casual day \$500 per day x 20 times per year for mentor release to support beginning  teachers- via team teaching, classroom observation, collaborative planning time, evidence  gathering for accreditation and maintenance]	Funds were used to: <ul style="list-style-type: none"> <li>Employ a teacher 3 days a week to release beginning teachers</li> <li>Employ a casual teacher one day when required to release the YPS mentor to assist beginning teachers use syllabus documents to plan, meet student needs, wellbeing strategies etc.</li> <li>Funds budgeted to release beginning teachers attend workshops and conferences.</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	291	304	309	313
Girls	251	256	247	259

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	91.9	89.1	89.8
1	92.7	89.7	91	91.8
2	93	92.1	87.9	92.8
3	93.2	93.6	92.3	91.8
4	94.8	93	93.7	93.7
5	93.6	95.2	92.2	94.1
6	94.8	94.5	91.4	94
All Years	93.4	92.8	91.1	92.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.57
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	4.8
School Administration and Support Staff	11.06
Other Positions	2.6

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,294,079
<b>Revenue</b>	7,575,878
Appropriation	7,357,372
Sale of Goods and Services	34,319
Grants and contributions	181,689
Investment income	1,197
Other revenue	1,300
<b>Expenses</b>	-7,775,651
Employee related	-6,630,279
Operating expenses	-1,145,373
<b>Surplus / deficit for the year</b>	-199,774
<b>Closing Balance</b>	1,094,305

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	107,257
<b>Equity Total</b>	1,187,840
Equity - Aboriginal	2,784
Equity - Socio-economic	374,104
Equity - Language	570,879
Equity - Disability	240,074
<b>Base Total</b>	5,267,227
Base - Per Capita	142,821
Base - Location	0
Base - Other	5,124,406
<b>Other Total</b>	678,015
<b>Grand Total</b>	7,240,338

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

**Student** feedback as evidenced in the 2020 Tell Them From Me [TTFM] survey:

- 9.1 [norm 8.7] student have expectations for success. This is a growth of 0.3
- 63% of students indicated that their parents and teachers expressed aspiration goals for them.
- 53% of students received feedback all the time, whilst 43% of students indicated they received feedback some of the time.

TTFM 2020 survey identified that **parents** at Yagoona Public School:

- felt welcomed 8.0 [norm 7.4]
- were informed 7.0 [norm 6.6]
- supported learning at home 7.6 [6.3]
- supported positive behaviour 7.9 [norm 7.7]
- felt the school was safe 7.8 [norm 7.4]
- believed we were an inclusive school 7.5 [norm 6.5]
- 71% of parents indicated teacher interactions/engagement occurred > 3 times a year to discuss their child's learning and wellbeing.

The following TTFM information was identified from the Yagoona Public School **teachers**.

- 79% of teachers indicated the leaders were visible and influential in leading improvement and change.
- 73% of teachers were able to articulate the YPS strategic vision.
- Teachers work with leaders to create a safe and orderly school environment.
- Teachers at YPS embed a learning culture with high expectations, 8.6 compared to the School Mean [NSW Govt Norm]

Information gathered by the 2020 TTFM surveys will assist the school in the 2021-2024 School Improvement Plan.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.